

THE  
Connecticut Common School Journal  
AND  
ANNALS OF EDUCATION.

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GOOD HITS WELL GIVEN.

(Though the following seems to be a familiar epistle from friend to friend, we are sure it will be perused with interest and pleasure by many of our readers, and we trust the very timely hits and hints contained in it may prove serviceable. We hope to hear again, and often, from "Eusta." Ed.)

EASY CHAIR, Sept.

*Beloved A.* Again I am seated, pen in hand, for another of those off hand epistles which your successful importunity made me pledge.

Yet do not attempt to draw me into a promise of a weekly note, for you must not forget that both of us have weekly duties which these pastime missiles must never interrupt. Though instruction shall always be my aim, yet you will remember, that entertainment was my first desire. I am to find in these occasional missives, the relaxation which severer duties necessitate, and they intend only, as a cheerful face, to light up that else over serious and thoughtful study of my very dear young friend.

The agreeable, rather than the useful, and possibly with as much philosophy, the useful, because the agreeable must constitute our staple, and whenever the pleasure to you falls short of the profit, it will be equally useful to me, and acceptable to you to come to a full stop.

But to our theme. You will readily recall that criticism in the noble Epistle to the Pisos. "PROFESSUS GRANDIA TURGET," from the playful half-hour which we, one evening last winter, spent over its many illustrations.

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With a new distinctness, has the principle been again and again exhibited even in this little city of ours since that time; and I am quite certain these exhibitions may entertain without fatiguing you.

How true is it that he who is ever with a great promise on his tongue, has a small performance in his hand.

And should it not be so? does not the emptiest barrel ever give the fullest sound; and is not the noisiest, most likely to be the shallowest and most compressed stream?

Just about the time you left us, our bell summoned me from my study. A stranger with a French name, preceded by that abused title, "Professor," which almost any beardless under-graduate of this day can sport, was already to receive me. With a most *comme-il-faut* "*bon jour monsieur*," he made me, even in my own little parlor, quite at home; and proceeded in right French style, to recommend himself as a teacher of the French language, on a new and, indeed, on the only philosophical plan. He had long—the nineteen summers' youth, been tired of the old ways of teaching; and after much painstaking had matured a better, a most beautiful plan, of unfolding at once the true idea of the language, and so of introducing the pupil, immediately, to all its peculiarities. On his plan, the old difficulties of pronunciation, the difficulties of idioms, the difficulties of the conjugations, and indeed, nearly all the difficulties pertaining to the old ways of murdering, instead of learning the French, were, confessedly, removed. Many old teachers had assured him so.

In his new mode of teaching, he would confidently engage in four lessons, of an hour each, to impart more knowledge of the language to a beginner of ordinary quickness, than he could learn in six months by the old methods. Indeed the pupil would only need his presence for a single course of four lessons, since in that time he would be enabled to perfect himself in the use of this indispensable language.

Thus rattled on my young stranger friend. Beautiful Professor! "*professus grandia*." I could but inwardly articulate.

After a very brief discussion, in which our youthful professor succeeded only in proving that two entire years of residence in our country—two years of reading and speaking our language, had not yet sufficed to give him an intelligible use of its pronunciation or structure, he, less professingly than when he entered, made his exit.

Scarcely had our French stranger left the place, when one morning in our news office, my eye fell upon a small pamphlet on whose clean bright yellow cover was this "*professus grandia*" title, "*French in six easy lessons*." Admirable, beautiful! for one ninepence and

"six easy lessons," any one could now make himself master of the French!

Side by side with this marvel in literature, was yet another, in all save one word in its title, equal to it, "Spanish in six easy lessons." Not a month passed, before, in the same style of type and cover, you could have bought for twenty-five cents and twelve easy lessons, all the sweet euphony of the Italian, and all the solid learning of the German tongues. And so, I suppose, it is going on until every language, ancient and modern, will be served up to us in a very nice little book, with a very pretty yellow cover, for the very convenient little sum of twelve and a half cents.

And do but see, my dear A. what dunces we who begin to be gray with hard study, have all along been. How many weeks and months the most facile of us have been in getting a mere ninepence worth of learning, out of a mere baby-book. Be assured, we live in an age which promises better things. No Leibnitz, henceforth will vex his ponderous brains over "universal characters," for a vehicle of linguid lore. A little yellow book and twelve and a half cents will do all that work better.

But will not after all this great promise sadly fail in the performance? I have not yet heard of an accomplished French scholar graduated by the four-hour teacher. I have met and conversed with several, whom the six easy lessons and ninepence, had not made at all familiar with Italian, or Spanish, or French.

But I must add another illustration of my too fruitful theme. Scarcely had our Frenchman gone off, with his wonderful secret still in his own head, before an agreeable gentleman from a neighboring city called to exhibit some specimens of his drawing talents. Away for a few days from his arduous professional duties at home, he would like to make known to us his new and most expeditious mode of drawing. If he could get a small class, and it would be all the better if they had never used the pencil, since all other modes of manipulating were erroneous and fruitful only of mischief, he would promise in a course of twelve lessons, in two weeks, to make them masters of his peculiar style. Without further inclination and with no additional cost, save the expenses of his series of Text-books which developed the idea of his style, they could thenceforward perfect themselves. And what was of still higher consequence, every member of the class would secure a most desirable style of penmanship from the lessons.

Here then was a rare chance. Every gentleman and lady in the

city could, in two weeks, become a master of the pen, and, in promise, of the pencil too. One hour a day for two weeks AND two paltry dollars, would enable any boy and girl of ordinary talents to put Massey and Tomkins and even Peter Bayles himself to the blush. Hogarth and whatever other master the past had produced, would henceforth have to yield their faded, because false, palms.

Well we tried our new and well commended teacher. Dozens of our best and most skillful handlers of the pen and pencil, as well as many never yet hurt by the trial, gathered about him. With great zeal, nay, with an almost boundless enthusiasm, they, in season and out, plied their pencils in his cause. They had large faith. They worked with good heart. They laid hold on the grand promise. They were satisfied, and so was he. Six hours, the first, had inspired them with immeasurable hopes.

Two weeks wore away. A flagging we had noticed during the second. On Saturday afternoon the second and last of the course, when they had paid the two dollars, each of the forty-five pupils, had also learned what their teacher now knew, as well, that the errors and false habits of years do not give way to the most determined efforts of as many hours, and that no untrained child, is wrought into a skillful worker by any training which can be achieved in twelve hours.

And what was most provoking of all, we found to be the utter ignorance of his art, of the really showy and certainly "taking" teacher himself. Excepting a half dozen flourishes which, by dint of repetitions numberless, he had mastered with the pen, and a few small pieces, which with the aid of a foreign pencil had been sketched, the sorry professor had no witness whatever to talent or to attainment. An original landscape of your own fair lawns executed by his pencil without the touches of another's hand, would require labeling even for your own eye which knows them so well.

But I must leave midway in my theme, these illustrations. Others, many and varied, crowd upon my notice, a few of which, with such spontaneous fancies as they suggest, may make the staple of another attempt. Meanwhile, is it not supremely mean, to promise so much and after all our trial, to do so little.

For a while, beloved, adieu.

EUSTA.

No. 5—MATHEMATICAL GEOGRAPHY, AND THE BEST  
METHOD OF TEACHING IT.

THE fifth and last division which I shall make of the subject, will embrace a description of the Polar Circles, the Polar and Temperate regions, *day* and *night*. The Polar circles and the nature of the terminator, I considered in a former article found in July number of this Journal. In concluding this interesting subject, I shall briefly advert to the Polar and Temperate regions, and close by describing the phenomena of day and night. The Polar regions lie contiguous to the *poles* and form the northern and southern boundaries of the north and south temperate *zones*, embracing a portion of the earth  $47^{\circ}$  in width. The coldest, because the sun does not shine upon these regions at all, or if it shines, its rays are so divergent as not to impart warmth. The Temperate zones are so named because they are midway between extreme heat and cold. They occupy a belt of the earth's surface or two belts, each  $43^{\circ}$  in width.

There are five conditions in which we may be placed as regards *day* and *night*. First we may have equal day and night; secondly, long day and short night; thirdly, no night; fourthly, short day and long night; fifthly, no day. If during rotation, the terminator does not cross our parallel at all, we shall then have no day or no night, according as we are on the dark or illumined side of the terminator. If, again the terminator cuts our parallel unequally, the day and night will be unequal: if it cuts our parallel into two equal parts, then the day and night must be equal.

As the sun is never vertical further than  $23\frac{1}{2}^{\circ}$  ( $23^{\circ} 28'$ ) from the equator, the terminator is never more than  $23\frac{1}{2}^{\circ}$  ( $23^{\circ} 28'$ ) from the poles; hence it must always cut the parallels extending from the arctic circle south to the antarctic circle. This vast portion of the earth's surface, extending over  $133^{\circ}$  of latitude, embracing the torrid and temperate zones, is distinguished by this—that during every rotation there is both day and night, however unequal these may be. And as there are times when the terminator does not at all cut the parallels in the polar regions during the daily rotation, these regions are distinguished by this—that there are times when day or night continues for more than one rotation. Hence we have the twofold division of the earth's surface into the region of both day and night during each rotation (that between the two polar circles) and the regions where day or night at times continue for more than one rota-

tion (those within the polar circles) and this view of the earth's surface should be impressed upon the mind of the pupil. A globe with a terminator would afford the necessary aid in illustrating it. The sun being vertical at the equator, March 20th and Sept. 23d, the terminator then passes through both poles, or coincides with the meridian circle; hence it then cuts every parallel, equally and at these times (the equinoxes) there is equal night and day all over the world. Again, as the sun goes north or south of the equator, he does not return to that line for six months, so the terminator when it passes from the poles, does not return to either of them for six months; hence each pole has six months day and night alternately during the year, from March 20th to September 23d. Hence we have the twofold division of the earth's surface into regions of constantly equal day and night (polar, six months each, equator, twelve hours each,) and regions of unequal day and night, the other parts of the earth's surface.

Manchester, Conn.

A. G.

(Concluded in our next.)

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#### TEACHING AND ERRORS IN TEACHING.

AMONG the ancient heathen nations, the Persians, in the time of Cyrus, considered the *virtues*, especially justice and gratitude, as the main object of education; among the Athenians, *accomplishments* in *arts*, *sciences*, and *letters*, were the end; and among the Spartans, *obedience* was the sole principle of instruction, because that would preserve the ascendancy of the laws. Yet neither of these answered their designs. Persia acquired some of the milder virtues, but failed in strength and hardihood; Athens found that neither art nor science would avail against depravity of morals; and Sparta found that it was not enough to secure obedience to laws without considering their nature and effect; Persia fell a victim to luxury, Athens to licentiousness, and Sparta to tyranny.—Such are the lessons of antiquity, and its splendid wreck remains an example to warn us against the dangers of *partial* systems. But under the new light which the Christian system has thrown over the power and destiny of the soul, a different view has been taken of the end and means of education.

We consider the object of education now as twofold:—one to improve and strengthen the mind itself, the other to endow it with



whatever is valuable or auxiliary in the duties of life. The second relates chiefly to topics of education, and may in this place be passed by. The first, however, requires an adaption of means to the peculiar condition of a thinking and spiritual being.

For this purpose the teacher must first place himself upon terms of good-will with his pupil. One comes to receive, the other to give instruction. There is, therefore, a community of pursuits and of interest. Their minds should therefore *come together*, without which I apprehend, little instruction is ever conveyed: it will be but the rolling stone of Sisyphus. Now to effect this mutuality of mind, the teacher must from the first show himself capable of instructing, and that it is *his* happiness and his *pupil's* gain. Then he will have the powerful aid of that sympathy which is the strongest bond of union in the human heart; he can effect that with kindness which no force can do; then he will sharpen the dull and strengthen the weak; then will the rugged steeps of science be clothed with verdure, and the school-house ever after looked back upon as a sunny spot in the pathway of life. The quality we speak of is a *tact* in the teacher; but one which he must come by from nature or from art. Every good and successful teacher has it. Some acquire the confidence of their pupils, in spite of austere qualities, by their open, hearty, up-and-down *enthusiasm* for the subject of their teaching; others by the milder virtues of the heart, attracting by the cords of love; others again, by an art which readily adapts itself to the well understood movements of mind. But all who would succeed must have it. As well might we expect to warm ourselves by light reflected from the impassive ice, as to gather knowledge from that cold indifference, from which the eager inquiries and aspiring zeal of youth pass unregarded. It may exhibit in its own medium the prismatic colors, but sends forth no genial beam of heat.

The next step in process of teaching, is to inquire how a subject is to be taught. What functions of mind are we to call into activity? What principles are we to use? We cannot so well answer this question as by referring to some notable errors in education; errors which have prevailed in time past, and still prevail; which have governed whole nations; which have influenced the affairs of all mankind and whose contrasted results are valuable to us.

#### THE FIRST ERROR OF TEACHING.

The first of these errors is teaching men to imitate, or repeat, rather than to think. We need to take but a very cursory glance at the

great theatre of human life, to know how deep a root this radical error has struck into the foundation of education. Look abroad among men, and ask yourselves how many of the moving multitude inquire into the springs of action; how many seek to know the causes and consequences of those scenes in which they themselves are actors; or, to descend to details, how many attempt to understand the true principles of the business in which they are engaged; how many can correct a blunder arising merely from the application of a principle. Analyze this boasted liberty of ours; look again upon republican society in the freest land upon earth; separate the living agents from the mere automata in this game of life, and tell me how many of the latter—how many of the former! And if you are not pleased with the result, tell me whether this is a decree of nature, or a fault of education; whether you believe if men were taught to be independent thinkers, and that while they revered all that was good, or glorious, or valuable in the works of their ancestors, that they too had an indwelling spirit whose high prerogative it was to extend the conquests of mind, they would cease to inquire and remain dull floats upon this ocean of beings!

But if you would know what the effects of thinking are, compare Athens with China. Here are three hundred millions of people—more than one third of the human race—whose history goes far back into remote antiquity and who commenced with no small share of arts and sciences, but who have added not a single particle to knowledge, nor taken one step in improvement; whose only policy is to prevent innovation, and whose only power is to perpetuate succession. Here is another people, whose population does not exceed one tenth that of Ohio, whose place can scarcely be found on the map, who commenced barbarians, yet who have given to the world new sciences and new arts, and whose mighty men infused into language

“Thoughts that breathe, and words that burn,”

who reconquered their conquerors by the spirit of eloquence, and whose renown has filled the earth.

What makes this mighty difference? The one learned to repeat, the other to think.

#### THE SECOND ERROR OF TEACHING.

Another error which has prevailed in some places and times is, that the pupil can acquire nothing except by observation or experiment. It assumes that the mind can deduce nothing from given premises, but is a manipulator in the great school of art, where every



thing must be reduced to the senses ; and because illustration is a very good thing, therefore you cannot have too much of it ; and because experiment is a good way for philosophers to make discoveries, therefore it is the best way for children to learn them. Something like this was the theory of J. J. Rosseau, who proposed that a boy should be taken at one season of the year on a hill-top and shown the sun in a certain position, at another in another—and thus of other things ; but how long it will take a boy to go through all the experiments of all the philosophers, he has not informed us. Others, however, have improved upon this example, and introduced the world in miniature into the school-room. Cubes, cones and pyramids, sun, moon, stars and comets, dance attendance upon their levee ; and when these fail, the art of engraving is exhausted to exhibit upon the pages of the school-book things human and inhuman from the wonders of the deep to “gorgeous and chimeras dire.” Now, doubtless, good maps, globes, or even a well executed picture of some great event, and still more a social walk with some instructive friend, who could say with David, that “Day unto day uttereth speech and night unto night showeth knowledge,” may be made useful aids of a good teacher ; for such a one cannot be supposed not to know and adapt to his purpose the attractions of sense for the young ; but on the other hand, neither will be expected to teach abstract truth by models of experiments.

The fallacy of this error consists in overlooking the real advantage which science confers upon the teacher—that of generalization. It is the condensation of knowledge which is the facility in the art of teaching, afforded by constant improvements. How else could education keep up at all with the accumulation of knowledge ? It takes a generation for philosophy to discover and demonstrate a principle which, in after times, the pupil learns in a single hour.

#### THE THIRD ERROR OF TEACHING.

The third error, and in a great measure that of our times, is to interpose a patent machinery between the teacher and his pupil ; a labor-saving machine by which we shall print off mind just as we print off calicoes : flimsy, parti-colored, cheap enough they are. We get up a long array of text-books, which are so good we hardly know how to choose among them ; and which facilitate the art of teaching so much, there is nothing left for the teacher to do, except as the ancients did with the oracles of Delphos,—to ask questions and receive answers. And then we have discovered another great facility in teaching ; it is

rather laborious to lead the pupil up the hill of knowledge, and as the teacher and he have to meet somewhere, why the teacher must walk down; and, as the child cannot talk learnedly, why the teacher must talk simply. In this manner the grand desideratum in teaching, as in many other arts, that of getting along by doing nothing, is at length discovered. The pupil and the teacher are both contented.—The one has found an *easy-chair*, and the other has no hill to climb.

MANSFIELD.

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#### PHILOPENA.

WE believe this pleasant amusement for boys and girls, and sometimes those of more mature age, originated in Germany, where it is called *viel liebchen*, which, as it is spoken, has the sound of *philipkin*—which may have been the origin of our word, to which we have given a Latin termination—*pena*—because it infers a penalty or forfeiture exacted or won by the tact or management of the winning party. With us the thing is managed, however, excessively clumsy, and quite without skill. A person in company chances to find a double-meated almond, and hands half the meat to another, and says, or rather should say: “Will you eat a philopena with me?” The other may say, “I am afraid,” and refuse, or may accept one of the nuts, and eat it at the same time the challenging party eats the other. Thus they separate; but when they meet again, the one that can think to say “philopena” first to the other wins the forfeit, and has a right to name what it shall be—generally, among children, some trifle; or among young folks, some little present, suitable to the condition of the parties. Thus, a young lady who wins a philopena of a gentleman may immediately add, “I wear No. 6½ kids.” If the parties meet in the street, the lady may say, “Oh, yes; I see you notice that my parasol is getting old. Well, then, I accept.” But the gentleman must never allude to her want of an article, but exercise his judgment as to what would be acceptable. Generally, in our hot haste to win philopena, we forget propriety, and become rude, in this land of thrift and hurry. The thing is far better and more pleasantly managed in Germany, and calls into exercise some of the most useful faculties of the mind. When a couple meet the next time after having eaten philopena together, no advantage is taken of the other until one of them pronounces the word “philopena.” This is

the warning that now the sport is to begin. Let us suppose that a gentleman calls upon a lady; she invites him to walk in, but at the same time speaks the talismanic word. If he accepts the offer to walk in, he is lost, unless she removes the ban by telling him to go away. If she asks him to take off his hat, he must resolutely keep it on; if to be seated, he must stand; or if at table she should hand him any article which he accepts, she wins the forfeit. At the same time, he is watching to catch her off her guard—for the first acceptance of any offer from the other ends the game. Both are constantly exercising their wits to prevent being caught, and the sport often goes on all the evening. Perhaps the gentleman brings a little present, and saying: "Knowing that I should lose my philopena, I have brought it along—here it is." If she is caught off her guard by his smooth speech, she loses, for he immediately claims forfeit. If neither wins at first meeting, the sport is continued at the second; and it may happen that half a dozen parties meet at the same time, all anxious to win of their philopena partners so that the scene often becomes ludicrously amusing. How preferable is this German play to our own? And as the sports derived from philopena is very innocent and pretty, we commend it to the "young folks" of America.—*N. Y. Tribune.*

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#### KIND WORDS.

THE destiny of individuals often turns upon a single word spoken in kindness or unkindness. The celebrated Adam Clarke was, till about nine years of age, the perfection of dullness in the estimation of his teachers. As such, when at this age, he was pointed out by his teacher to a stranger of respectability who visited the school. The stranger with great interest and affection replied, that he thought the teacher had mistaken the genius of the boy; that he had talents and might yet attain to eminence in the literary world. That kind word struck a spark in the mind of the child, which rendered the future man one of the distinguished lights of the world. On the other hand an unkind or discouraging word spoken just at such a crisis, may effectually break the spirits, or turn the heart into bitterness, and render it ever after the companion of foul spirits. With what feelings do we well remember words of kindness or unkindness, when our hearts were made of tenderness and spoken by those whose words were as life and death to our spirits.

"Then deem it not an idle thing,  
A pleasant word to speak;  
The face you wear, the thoughts you bring,  
A heart may heal or break."

*Selected.*

## STORIES FOR THE YOUTH.

## PEACE-MAKING JOHN.

NEARLY sixty years ago a little boy lived at the west end of London, whose name was John F——.

A merry little fellow he was, and a great favorite with his brothers and sisters, and with their large circle of playfellows; as well he might be, on account of the uncommon sweetness of his disposition. His temper was so gentle and obliging, that he was never known to say or do an unkind thing to any one. As to quarreling with him, it was impossible; neither could he bear to see others quarrel: and it was from the pains he took to prevent disputes that he gained the title of "Peace-making John." Whenever any of his companions were disposed to fall out, John would at once mediate between them taking a hand, perhaps, of each, and saying: "Come now, don't quarrel; it's such a pity! you mustn't quarrel. Now do make it up! do shake hands! it's so much better," &c. He would not desist from his affectionate entreaties until he had gained his point; and as soon as he saw them friends again, he would pat them on the shoulder, his eyes beaming with joy, exclaiming: "There, now; there's a good boy! there's a good girl!" So the little ones soon got to learn that they must agree with each other when John was of the party. And sometimes one or another of them would go home and say: "Oh! there was just going to be a quarrel, but peace-making John F——was there, and he soon put a stop to it." His character stood so high in other respects, that one of the little girls was accustomed to describe any good boy she happened to know by comparing him with Johnny. "Oh!" she would say, "he's a very nice boy; he's almost as good as John F——."

But years soon rolled away, and that joyous group was scattered, and the boys and girls who had composed it grew up to be men and women; and the sweetest girl among them became the wife of the happy John. The same gentleness which obtained for him that beautiful surname in his childhood, has distinguished him through life. He has always been as anxious to do good and prevent evil as he was in his boyish days. He will not pass by a snail or a worm that may be in danger, without removing it to a place of safety; or even a piece of orange-peel, without pushing it out of the way. And although he is no longer known by the appellation which his little friends gave him, it continues as appropriate to him as ever. It

grieves him exceedingly to hear of suffering of any kind, but especially of that suffering which men bring upon themselves by war. He is often heard to remark, "That if all mankind were like him, there would be no wars, no fightings, no divisions: I'm a man of peace, and I would have them all live in love and harmony." You cannot wonder, dear children, that John is much beloved by all who know him; and, what is far better, that he experiences the fulfillment of that Divine promise: "Blessed are the peace-makers, for they shall be called the children of God."

And now I want every boy and girl who may read this, to try and imitate John. Let each little reader be the Peace-maker in his own family, and let all try and avoid disputes at school. I need not tell you that this would make you all much happier, and would spare you many an uncomfortable sensation of regret. For, as John every now and then quietly observes, when he sees those around him appear irritated:—

"Can warmth intemperate leave behind  
A virtuous feeling?—No!"

M. H. P.

*Burritt's Leaflets.*

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#### SPARE MOMENTS.

A lean, awkward boy came to the door of a Principal of a celebrated School, one morning and asked to see him. The servant eyed his mean clothes, and thinking he looked more like a beggar than anything else, told him to go round to the kitchen. The boy did as he was bidden, and soon appeared at the back door.

'I should like to see Mr. —,' said he.

'You want a breakfast more,' said the servant girl, 'and I can give you that without troubling him.

'Thank you,' said the boy; I should like to see Mr. —, if he can see me.'

'Some old clothes may be you want,' remarked the servant, again eyeing the boy's patched clothes. 'I guess he has none to spare—he gives away a sight.' And without minding the boy's request, the servant went about her work.

'Can I see Mr. —,' again asked the boy, after finishing his bread and butter.

'Well, he is in the library, if he must be disturbed, he must. He does like to be alone, sometimes,' said the girl, in a peevish tone.

She seemed to think it very foolish to take such a boy into her master's presence. However, she wiped her hands, and bade him follow.

Opening the library door, she said, 'Here's somebody who is dreadful anxious to see you, and so let him in.'

I don't know how the boy introduced himself, or how he opened the business; but I know that after talking awhile, the principal put aside the volume that he was studying, and took up some Greek books, and began to examine the new-comer. The examination lasted some time. Every question the Principal asked the boy was answered as readily as could be.

'Upon my word,' exclaimed the Principal, 'you do well,' looking at the boy from head to foot over his spectacles. 'Why, my boy, where did you pick up so much?'

'*In my spare moments,*' answered the boy.

Here was a poor, hard working boy, with a few opportunities for schooling, yet almost fitted for college, by simply improving his *spare moments*. Truly are spare moments the 'gold-dust of time.' How precious they should be! What account can you give of your spare moments? What can you show for them? Look and see. This boy can tell you how very much can be laid up by improving them; and there are many, very *many* other boys, I am afraid, in the jail, and in the house of correction, in the gambling-house, in the tippling shop who, if you were to ask them where they began their sinful courses, might answer, '*in my spare moments.*'

Mrs. H. C. Knight.

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#### ARITHMETICAL PROBLEM.

MR. EDITOR:—The following problems, not found in common school arithmetics, may be useful in solving many practical questions.

##### PROBLEM 1.

The product and the proportion of two or more numbers given to find those numbers.

##### RULE.

Divide the given product by the product of the given terms of the proportion: the quotient will be a *power*, whose index is equal to the



number of the terms multiplied together for the divisor; and the root of that power, multiplied severally by the given terms of the proportion, will produce the numbers required.

EXAMPLES.

1. The product of two numbers is 384; and they are in proportion to each other as 2 and 3; what are those numbers?

$$2 \times 3 = 6) 384 (\sqrt{64} = 8. \quad \text{Then } 8 \times 2 = 16 \\ 8 \times 3 = 24 \quad \left. \vphantom{\begin{matrix} 8 \times 2 = 16 \\ 8 \times 3 = 24 \end{matrix}} \right\} \text{Answer.}$$

2. The product of three numbers is 1620; and they are in proportion to each other as 3 and 4 and 5; what are those numbers?

$$3 \times 4 \times 5 = 60) 1620 (\sqrt{27} = 3. \quad \text{Then } 3 \times 3 = 9 \\ 3 \times 4 = 12 \\ 3 \times 5 = 15 \quad \left. \vphantom{\begin{matrix} 3 \times 3 = 9 \\ 3 \times 4 = 12 \\ 3 \times 5 = 15 \end{matrix}} \right\} \text{Answer.}$$

PROBLEM 2.

The product of two or more *specified parts* of any number given, to find that number.

RULE.

Divide the given product by the product of the given parts; and the quotient will be that *power* of the required number whose index is equal to the *number* of the given parts.

EXAMPLES.

1. If one third and five sixths of a certain number be multiplied together, the product will be 160; what is that number?

$$\frac{1}{3} \times \frac{5}{6} = \frac{5}{18}. \quad \text{Then } 160 \div \frac{5}{18} = \sqrt[5]{576} = 24. \quad \text{Answer.}$$

2. If one half, one fourth and five eighths of a certain number be multiplied together, the product will be 320; what is that number?

$$\frac{1}{2} \times \frac{1}{4} \times \frac{5}{8} = \frac{5}{64}. \quad \text{Then } 320 \div \frac{5}{64} = \sqrt[5]{4096} = 16. \quad \text{Answer.}$$

3. If one fourth, one fifth, one eighth, and one tenth of a certain number be multiplied together, the product will be 100; what is that number.

$$\frac{1}{4} \times \frac{1}{5} \times \frac{1}{8} \times \frac{1}{10} = \frac{1}{1600}. \quad \text{Then } 100 \div \frac{1}{1600} = \sqrt[4]{160000} = 20. \quad \text{Answer.}$$

INGOLDSBY W. CRAWFORD.

UNION, Oct. 30, 1857.

## HIGH SCHOOLS FOR RURAL DISTRICTS.

MR. EDITOR:—Some of us “country folks” read with admiration, perhaps a little mixed with envy, of the advantages secured in our cities and larger villages by the gradation of their schools. But we see insuperable obstacles in the way of obtaining these advantages for ourselves. With us population is sparse, and children are few, so that a town of 40 or 50 square miles furnished only 400 or 500 scholars. These must be distributed for convenience of attendance into 10 or 12 school-houses, making an average of only about 40 scholars to each school. It is obvious that these schools are too small to *pay* for subdivision and for the multiplication of teachers in each district.

We must look for such teachers as will be content to teach the rudiments of spelling to some and of Algebra to others, running up and down “the hill of science” as often as the convenience of their pupils may demand.

Yet it has occurred to some of us that possibly a measure of relief might be secured from the inconveniences of such an arrangement, if we could put into practical operation some parts of our new School Laws, which (so far as we know) remain hitherto a dead letter. It is expressly provided that “the towns shall have power to establish and maintain common schools of different grades within their limits,” &c. What hinders, then, that these country towns should not maintain and establish, at least during a portion of the year, schools of a higher grade than the common schools of the districts! there might be some embarrassments about such an arrangement, but they cannot be insuperable. Its advantages are obvious. It would give to the more advanced scholars of a town the privileges enjoyed in a select school or Academy at a very small expense and near their own doors. It would carry out the democratic doctrine of making education accessible to the poor as well as the rich. It would do much to complete and perfect our system of schools. It seems indeed essential to the accomplishment of the great ends we seek thereby. Especially may this plan be commended to the inhabitants of small and poor districts, as it would give them a share of the advantages enjoyed by their more favored neighbors. It could be more conveniently put in practice in towns of a moderate territory, having a well-defined center of business. Who will show us more particularly *how* it could be done?

AGRICOLA.

CHILDISH WISDOM.

BY JAS. W. WARD.

*"The earth hath He given to the children of men."*

'Twas the hour of prayer, and the farmer stood,  
With a thankful heart, and a lowly mind,  
And prayed to the Author of every good,  
That the father of all would be very kind,  
And bless his creatures with raiment and food;  
That the blessing each day might be renewed,  
That every want might find relief,  
And plenty for hunger, joy for grief,  
Be measured out, by the merciful One,  
To all who suffered beneath the sun.

The prayer concluded, the godly man  
Went forth in peace to inspect his farm;  
And by his side delighted ran,  
Glowing with every healthful charm,  
His little son a sprightly boy,  
Whose home was love, and whose life was joy;  
And they rambled over the golden fields,  
And the father said, "The harvest yields  
A plentiful crop, my son, this year,  
My barns are too small for the grain, I fear."

And they wandered on through row upon row  
Of plummy leaves, and at length the child,  
With earnest look, and a rosy glow  
On his shining cheek, looked up and smiled,  
And said, "My father, do you not pray  
For the poor and needy, day by day,  
That God, the good, would the hungry feed?"  
"I do, my son." "Well, I think, as you plead"—  
His eye waxed bright, for his soul shone through it—  
"That God, if he had *your* wheat, would do it."

We like the sentiment of the following quaint stanza, and commend it to backbiters generally:

"What are another's faults to me?  
I've not a vulture's bill  
To pick at every flaw I see,  
And make it wider still.  
It is enough for me to know,  
I've follies of my own,  
And on my heart the care bestow,  
And let my friends alone."

## NOTES OF A LESSON ON THE TONGUE.

*I. Institution. II. Language the great distinguishing peculiarity of men. III. Bible description of the tongue. IV. Evil effects arising from a wrong use of the tongue. V. Good results arising from a right use of the tongue. VI. Application.*

I. When the class is perfectly quiet, commence by telling the children that "for every idle word we speak, we shall have to give account." Show that the emphatic word is *idle*, not blasphemous, untrue or unkind words, but what the scriptures designate as idle. Illustrate what is meant by an idle word, and show how necessary it is, that we should drink deeply of His spirit of whom it was said, "Never man spake like this man." Lead them to see how important it is, that we should set a watch over the door of our lips that we offend not; for that which cometh out of the mouth defileth a man.

II. Draw from the children the great distinguishing peculiarities of man, which place him above all other animals, and show that as God has endowed him with such gifts, he has destined him for a high position hereafter, and that consequently he should express his gratitude in the words of David. "Awake! O my Glory! (tongue) I will praise God with the best member that I have." Show that as the possession of language is a blessing, so the absence of it, and the inability to understand it, have been punishments, as in the case of the Baptist's Father, and the builders of Babel, and show how God in mitigation of this, enabled the Apostles, by Pentecostal blessing, to speak various languages, without learning them, that men might hear in their own tongues the works of God. Illustrate the prophecy of Isaiah, "The tongue of the dumb shall sing," by reference to the miracles of Christ.

III. Draw from the children the various names which are applied to the tongue in Holy Writ, viz.: 1. A fire. 2. A world of iniquity. 3. An unruly evil. 4. My Glory. 5. The best member that I have. 6. A little member. 7. Tongue of the wise is health. 8. Choice silver. 9. A tree of life. 10. The pen of a ready writer. Next, the character of the tongue. 1. Boasteth great things. 2. Defileth the whole body. 3. Sets on fire the whole course of nature. 4. It is set on fire of hell. 5. Full of deadly poison. 6. No man can tame it. 7. Life and death are in its power. 8. Separateth chief friends. Illustrate each name and character.

IV. Show the evil effects which have arisen from an unbridled tongue. Draw from them instances from the Bible to illustrate these, viz.:

(a.) Boasting—Nebuchadnezzar, Pharaoh, Goliath, Sennacherib. (b.) Scoffing—Children that mocked Elisha, Joseph's brethren, Jews at the Crucifixion. (c.) Blasphemy—The sin of Shelomith. (d.) Cursing—Shimei, Peter. (e.) Lying—Esau, Gehazi, Ananias. (f.) Speaking hastily—Jephtha, Herod. (g.) Complaining at troubles—Job, Job's wife, Israelites. (h.) Giving bad advice—Herodias. Picture out the various ways in which children at school may sin with their tongues, such as talking during a lesson, particularly a Bible lesson, calling each other unkind names, speaking hastily when provoked, boasting as in Psalm xii. 3, "Are not our lips our own?" Show them that in the abundance of words there is sin, and that persons who are very fond of talking, are not always very particular as to the truth of what they say.

V. Show how, and contrast the good which may result from, a right use of the tongue, viz.: (a.) Preaching the word—All the Apostles. (b.) Religious teaching—Eunice. (c.) Blessing—Isaac. (d.) Comforting the afflicted—Ruth, Jesus, Jews with Mary and Martha. (e.) Giving good advice—Pilate's wife, Joseph. Show how good a word spoken in season is; it is like "apples of silver in pictures of gold." (f.) Praying—David, Jesus. (g.) Singing God's praise—David, Miriam. (h.) Eloquence—Aaron, Paul, Apollos. Show that we may use the tongue aright, when we talk of Jesus one to another, for Malachi says, when speaking of such, "They shall be the Lord's when he comes to make up his jewels."

VI. Tell the children they should think twice before they speak once, and show that a child's character may be discovered by his words. Contrast the talking rash Peter, with the quiet thoughtful John. Tell them their speech should be seasoned with salt, and prove that it is wrong to use such expressions as, "upon my word," "upon my life," etc., but that their communication should be "yea, yea," "nay, nay." Show that God loves a quiet character. "A meek and quiet spirit is in the sight of God of great price." The most distinguished saint in the Old Testament was Moses the meek; and in the New Testament John the beloved; the one spoke to God face to face, the other was the friend of Jesus' bosom. Tell them by our words we shall be justified, and by our words we shall be condemned, and conclude by calling attention to the text, "There is not a word in my tongue, but lo! O Lord, thou knowest it altogether."—*The English School and the Teacher.*

## DRESS AND DEPORTMENT.

MR. EDITOR:— Permit me to thank you for the two articles in the November number of the Journal, the one entitled, "Hints on Dress";—the other, "Gentlemanliness." They are deserving of the study of every teacher. It has been sometimes my misfortune to encounter persons in this responsible station who seemed to have very little idea of the proprieties of dress and behavior. I have never been able to reconcile myself to the practice of stripping to the shirt-sleeves in the school-room, though I should think such a costume sufficiently appropriate to the carpenter's shop or to the hay-field. I have sometimes feared that the young men, who went to their work in this style of dress, might on that very account be less gentle with their pupils, forgetting that they were guiding tender children and not stubborn steers. It should be rembered too that the children have a claim to courtesy from their teachers, and may justly demand the ordinary tokens of respect, though perhaps ignorant on these points themselves. No good teacher will think it too much expense to provide a suitable garment for the school-room or too much trouble to put it on, if he thoroughly considers the influence that will be thereby exerted on his school.

So of other points of behavior in the school-room.

A SCHOOL VISITOR.

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CURIOUS ERROR AND ITS RESULT.—A certain citizen of Montrose, Scotland, it is said, wrote to his agent in London to purchase a ton of copper for him; but the letter being one of the very worst specimens of penmanship, as well as perhaps not very correct in point of orthography, the agent read the order a ton of *capers*. Surprised at such an order, but nevertheless anxious to oblige his correspondent, he immediately set to work, and bought up the commodity in all quarters till he had the requisite amount. This, as may be conceived, was attended with the very natural effects of creating a demand for capers, (in the language of trade, capers came to be inquired after,) and also of rendering them scarce, so that they in consequence rose very much in price. The agent now wrote his correspondent that he had had great difficulty in fulfilling his order, but at last had succeeded in procuring for him a ton of capers; but that capers had since risen very much in price, and if he chose to sell he had now an opportunity of realising a handsome gain on the transaction. The Montrose citizen, as might be expected, was very much astonished in his turn by the communication, and the manner in



which his order had been fulfilled, but had the good sense to write immediately to sell by all means—and thus, it is added, pocketed a considerable sum from an unintentional speculation and unexpected advantage.

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**A BEAUTIFUL IDEA.**—Away among the Alleghanies, there is a spring, so small that a single ox, in a summer's day, could drain it dry. It steals its unobtrusive way among the hills, till it spreads out into the beautiful Ohio. Thence it stretches away a thousand miles, leaving on its banks more than a hundred villages and cities, and many thousand cultivated farms, and bearing on its bosom more than half a thousand steamboats. Then joining the Mississippi, it stretches away and away some twelve hundred miles more, till it falls into the great emblem of eternity. It is one of the great tributaries of the ocean, which, obedient only to God, shall roll and roar till the angel, with one foot on the sea and the other on the land, shall lift up his hand to heaven and swear that time shall be no longer. So with moral influence. It is a rill—a rivulet—a river—an ocean boundless and fathomless as eternity.

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**A WORD TO LITTLE GIRLS.**—Who is lovely? it is the little girl who drops sweet words, kind remarks, and pleasant smiles as she passes along—who has a kind word of sympathy for every girl or boy she meets in trouble, and a kind hand to help her companions out of difficulty—who never scowls, never contends, teases her mates nor seeks, in any other way, to diminish, but always to increase their happiness.—Would it not please you to pick up a string of pearls, drops of gold, diamonds, precious stones, as you pass along the street? But these are the true pearls and precious stones which can never be lost. Take the hand of the friendless. Smile on the sad and dejected. Sympathize with those in trouble. Strive everywhere to diffuse around you sunshine and joy.

If you do this, you will be sure to be loved.—Dr. Doddridge one day asked his little girl why it was that everybody loved her. 'I know not,' she replied, 'unless it be that I love everybody.'

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**PRETTY SMART.**—A young man engaged in teaching mutes was explaining by signs the use and meaning of the particle "dis," and requested one of them to write on the blackboard a sentence showing her knowledge of the sense of the prefix. A bright little one immediately stepped forward and wrote the following: "Boys love to *play* but girls to *dis*-play."

## Editorial Department.

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### RETROSPECTIVE AND PROSPECTIVE.

WITH this number closes the fourth volume of the new series of the Journal, and also the first year of our Editorial labors. We entered upon the duties of the position with many doubts and misgivings. We knew that the teachers of Connecticut deserved a well-conducted Journal, and we also knew, that the good of the cause of education demanded such a periodical. But we did not feel confident that we could make the Journal, what it ought to be—worthy of the teachers and the cause. Our heart was with them, and our sympathies for them. To us, however, the field editorial was a new one, and it seemed to demand more time, experience and tact than we felt able to bring to the work. Still, at the urgent solicitation of friends, and with the assurance of support from the best friends of a common cause, we assumed the editorial pen and our year's labors, with all their defects, are before our readers. We have constantly felt our own insufficiency, but we have as constantly been cheered by the kind words and cheerful efforts of the teachers and friends of education.

The number of our subscribers has considerably increased, both in Connecticut and in other states, and the number of contributors has been more numerous than at any previous time. For all co-operation, thus substantially rendered, we return our heartfelt thanks. To labor with and for such teachers and committees has been to us a source of much pleasure.

The year, about to close, has been one of many important changes, and yet, as a whole, one of very encouraging progress. Early in January the Hon. Mr. Philbrick, who had, for four years, labored with much zeal and success for the improvement of our schools, and endeared himself to the teachers of the state, was called to another sphere of labor,—but not until he had made a strong, salutary and ineffaceable impression upon the minds of teachers and friends of education. The Hon. David N. Camp was unanimously elected to succeed Mr. Philbrick, and he has labored constantly and earnestly

in the same general direction pursued by his predecessor, and all the wheels of the educational car have moved with harmony and success. Mr. Camp's appointment gave universal satisfaction to the teachers and he has had, from the commencement of his official term, the ready and cheerful aid of all—and, we believe it may truly be said, an excellent co-operative spirit now exists.

But still much remains to be done in the future. The field is large, the work important, and the laborers, though united, not numerous. While, a good degree of interest has been awakened, and the public eye has been turned to the improvement of our schools, much effort is still to be made, and constantly made, to give the right direction to the awakened mind, and to secure right action in all particulars. While therefore, we may, very properly, rejoice in what has been accomplished, and in the present encouraging condition of affairs, let us, as teachers and friends of education,—co-laborers in a common cause,—strive earnestly and unitedly for the more extensive diffusion of right views, and for the attainment of desirable ends.

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#### A FEW WORDS TO THE SUBSCRIBERS OF THE JOURNAL.

At the commencement of the present year, assurance was given that the Journal should be issued with promptness, and we feel that we have done all that could be done to meet this assurance. With a single exception,—an unavoidable delay of two or three days,—every number has been mailed on or before the date of publication. Of the editorial management it does not become us to speak,—but we may, and, in justice, we feel that we ought to say a few words for our publisher, Mr. Brownell, who has labored constantly, indefatigably and, we may add, successfully, to have his part well done, and promptly done. In no single particular has he failed to do all that has been required or expected,—and our readers are but little aware of the amount of labor and care which devolves upon the publisher of a public Journal. We believe that all our subscribers will agree that Mr. Brownell has well performed his part, and we doubt not, his efforts are properly appreciated.

We are happy to say, also, that most of the subscribers of the Journal have promptly done their part towards its pecuniary support by forwarding the amount of their subscription. A few, how-

ever, have neglected to send in "the dollar" and on this account our publisher has sometimes suffered inconvenience,—as every dollar of subscription is needed for the actual payment of bills. A few of the subscribers are still in arrears,—some for one, some for two, some for three years. They have not, probably, thought that any inconvenience could be experienced from their neglect to forward the small amount, or else it has entirely escaped their minds. Our publisher has thought of printing a list of the names of those now in arrears,—not by way of censure, but as a reminder of a duty overlooked. We trust, however, that this will be rendered unnecessary by prompt attention to the matter. If our friends could only realize how much it would cheer and aid our publisher by giving attention to this point, they would not delay, for a single day, the remittance of the amount of subscription due.

All our present subscribers will be considered as desirous of renewing their subscription unless they give notice to the contrary previous to the 20th of December, and they will confer a very great favor by forwarding the amount of subscription at an early day. The number for January, 1858, will contain an excellent likeness of our much respected friend, Hon. John D. Philbrick, with a brief sketch of his labors in Connecticut.

Who of our subscribers will co-operate with us by endeavoring to increase the circulation of the Journal? A very little effort from each one, in this direction, would prove highly acceptable and serviceable. Who will try? Will not some of our friends do enough to secure one, or more, of the prizes offered on second page of the cover? A copy of Webster's unabridged Dictionary will well compensate for a little special effort.

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#### BAD SPELLING.

The article, in our last, from the pen of our friend Parish, of Springfield, was a very timely one. We have met with a few teachers who seemed to regard the "Spelling" exercise as quite unimportant and, perhaps, not worthy of their attention. A correspondent, a clergyman, sends the following, from which it may be inferred that "poor spellers" sometimes ascend the pulpit. If, however, the "schoolmaster" had been "abroad" in the truest and best sense, we should now have more accurate spellers.

"VERITABLE FACTS" FOR MR. PARISH.

Two candidates for the office of school-teacher in one of our rural towns, offered to the School-Visitor, by whom they were to be examined, certificates from their instructor, the Principal of a Connecticut Academy, that they had "*surficient* acquaintance with the branches of learning required in our common schools." This error was found in *each* of the two certificates!

In the records of a Congregational church in Connecticut, the name "Eunice" is to be seen, spelt "Unice" by a former Pastor on whom Brown University conferred an honorary degree—also the name "Lydia," spelt by another Pastor, "Leadya."

A LOOKER-ON.

To the above we may add one or two "veritable facts." A bookseller once received the following:—"Please send me won sam buk" meaning probably one "Psalm Book." Another bookseller received the following from a schoolmaster: "Plese scend me 2 Towns Readers and two sheats of Stiffacets,"—meaning Certificates. Ed.

LOCAL AND PERSONAL.

NEW HAVEN. In our last we spoke of the Eaton and Webster schools. We have since had the pleasure of making a brief visit to the Hillhouse and Washington schools. The former is under the charge of Mr. Boardman, a graduate of the State Normal School, and a gentleman of great worth. His school, in all its departments, seemed to be in an excellent condition. The Washington School is under the management of Mr. Rogers, who is laboring with much zeal and efficiency. The school, during our brief visit, appeared well. We think the primary department under the charge of Miss Young is one of the best we have ever seen. Want of time prevented our calling upon Mr. Bradley of the Dixwell school, but we are assured that he is, also, doing a good work. The several schools of New Haven have teachers of the first order and appear to be accomplishing a great and good work for the beautiful "City of Elms." D. C. Gilman Esq. the Acting Visitor, is a gentleman of education, and is much interested in the welfare of the schools. We hope the time will soon come when New Haven will imitate the example of Hartford, Norwich, N. London, New Britain and other places, by establishing a public High School of the first order. The best good of the city

requires it and we feel that the intelligence of the people will soon provide for it.

**NORWICH.** The west district of this lovely city has recently expended several thousand dollars in enlarging, improving and refurnishing their school house,—so that they now have very excellent accommodations. The building was recently dedicated by very interesting exercises in which Dr. Dean, Gen. Williams and others took part. The occasion was one of much interest. No city has better advantages than Norwich and, what is more, the people rightly appreciate their privileges and cheerfully provide for every improvement.

**NEW BRITAIN.** The High School in this active and enterprising village has suffered quite a loss by the resignation of J. W. TUCK, Esq., who has, during the last four years, managed its affairs in a manner highly creditable to himself and entirely satisfactory to the community. His departure is universally and deeply regretted. His influence upon those under his charge was very salutary and will long be felt for good. We shall probably wish him abundant success, in his new location, Boston, after we get over our vexation at his leaving us so summarily. When a man is doing well, and “waxing fat,” is it wise for him to change? That is the question.

**WATERFORD.** Two new school-houses have recently been completed in this town and another is nearly finished. One of these buildings was dedicated Nov. 11th, on which occasion the Hon. D. N. Camp gave an address. We congratulate the citizens of Waterford on their improved prospects in school matters. May they feel abundantly rewarded for all their efforts.

**SOUTHINGTON.** Another new school-house has been erected in this town. The Hon. Mr. Camp recently gave a dedicatory address. If the present spirit of progress and improvement should continue, the wretched old school-houses, which now stand as a disgrace in many of our towns, will disappear and give place to structures that will be convenient and comely.

**GREENWICH.** We are glad to learn that Mr. Chas. H. Wright, late of Plainville, has been elected principal of the Graded school at Greenwich,—at a salary of \$700. Mr. Wright is a competent, earnest and efficient teacher. May he meet with the success he so well deserves. Mr. W. H. Hyde succeeds Mr. Wright at Plainville. We hear him well spoken of.



**PLAINFIELD ACADEMY.** An intelligent correspondent thus writes :  
**MR. EDITOR.** The Fall term of Plainfield Academy was closed by a public examination of the pupils on the 20th and 21st October. Those who were present were fully satisfied that you truly characterized Mr. Burleigh as a "live teacher," and were pleased to find that he had called forth some degrees of the same life in his scholars. The concluding exercise was a series of dialogues and declamations, some of which were performed in a remarkably happy manner.

**A. VISITOR.**

**HARTFORD.** This city was one of the first in the state to move in the right direction for the improvement of the public schools and these schools now rank among the best in the state. We were highly gratified in a recent visit to the High School which is under the charge of T. W. T. Curtis, Esq. Mr. Curtis has long sustained a high reputation, as a faithful and successful instructor, and the excellent condition of his school in all particulars, affords the clearest evidence that he richly merits the highest commendation. We congratulate the citizens of Hartford for having such superior advantages for educating their youth. We hope soon to have the pleasure of visiting the several Grammar Schools of the city.

**COLLINSVILLE.** The graded school in this village is under the care of Mr. Bartlett, aided by competent female assistants. The school house is one of the best in the state and, from a brief visit, recently made to the school, we received highly favorable impressions of its condition. The efficient principal and his worthy assistants seemed to be laboring with zeal and success. An excellent state of discipline was manifest.

**MIDDLE HADDAM.** The people of this place are very fortunate in again securing the services of Mr. Edwin Whitney. He is one of the faithful teachers and any school that enjoys his services may be sure of "value received" for the wages paid.

**EAST HADDAM.** Mr. Marcus L. Tryon, a graduate of the Normal School has been appointed principal of the interesting graded school as this place. He is to be assisted by Miss Maria A. Butler, one of the late graduates of the Normal School. We wish them success. Mr. Lewis, late of East Haddam, has removed to New Haven.

So far as we can learn the members of the recent graduating class of the Normal School are to teach as follows :—

Mr. *Lewis A. Camp*, at Trumbull; Mr. *Edward B. Peck*, at Southport; Mr. *Frederic W. Smith* and Miss *Eliza Talcott*, at Ston-

ington; Miss *Maria A. Butler*, at East Haddam; Miss *Olive A. Pond*, at Greenwich; Miss *Cynthia Brooks*, at Bridgeport; Miss *Harriet S. Hart*, at Collinsville; Miss *Frances Cheseboro*, at Middlefield; Miss *Phebe Selleck*, at Hartford.

**RHODE ISLAND.** The Hon. John Kingsbury, late and for many years, principal of an excellent seminary for young ladies, in Providence, has been appointed Commissioner of the Common Schools of the State of Rhode Island. A better man could not be found in that or any other state. We rejoice that the interests of the schools of our sister state are to be in the keeping of a gentleman so eminently fitted for the post.

We are also happy to learn that the "Schoolmaster,"—"The Rhode Island Schoolmaster" is hereafter to be under the watchful and experienced eye of our friend Wm. A. Mowry, Esq. Our acquaintance with Mr. Mowry has been very pleasant and we feel assured that he will keep the "Schoolmaster" straight and see that he indulges in no unseemly pranks or embarks in no idle and foolish schemes. Brother Mowry has our cordial right hand and our heart,—or so much of it as is not already occupied.

**NEW LONDON.** We are sorry to learn that Amos Perry, Esq., who has so acceptably and successfully managed the Female High School of New London is about to leave with a view to take charge of the Seminary recently under the charge of Mr. Kingsbury. Mr. Perry is an excellent teacher and an active friend of education and we therefore sincerely regret his removal from our state.

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**LECTURES FOR LYCEUMS AND LITERARY ASSOCIATIONS.** We would call the attention of those in want of Lectures for the ensuing winter, to Dr. B. F. GILMAN of New Haven, who has several highly interesting and instructive lectures, on "Discoveries of the compound microscope,—including cellular structure of the vegetable and animal kingdom. Physical Geography of the ocean, its depths currents, animalculae, flowers, also the phosphorescence of the ocean.

These lectures are illustrated by three thousand figures drawn upon diagrams. Dr. Gilman is very reasonable in his charges, and, having heard his lectures, we cordially commend him to the favorable consideration of those in want of lectures of a high order.

**MR. PHILBRICK.** It was our intention to enrich our present number with a likeness of this distinguished educator—and late superintendent of schools in this state; but unavoidable circumstan-

ces render it impossible to have the plate ready in season. It is however, so nearly ready, that we can promise it with certainty for the January number. We are happy to be able to add, in this connection, that Mr. P. is enjoying much improved health.

WM. H. WELLS, Esq., formerly principal of the Westfield, Mass. Normal School, has been re-elected superintendent of the schools of Chicago, at a salary of \$2,500. He is doing a good work for education in Illinois, and he has our best wishes.

The numerous friends of GEORGE SHERWOOD Esq., will be glad to learn that he is laboring and prospering in his western home. He is frequently engaged at Institutes, and his efforts are highly appreciated. We had the pleasure of a brief visit from George a few weeks ago, and was glad to learn, from actual observation, that he still retained the 200lbs., avoirdupois, which he took from Connecticut,—and we believe he had added to the amount. He informed us that "Prairie chickens" were quite abundant when he went to Illinois. He will look after them.

MASSACHUSETTS TEACHERS' ASSOCIATION. The 13th annual meeting of this valuable association was held at Fall River on the 23d and 24th ult. Our thanks are due to D. B. Hagar Esq., the efficient President of the association, for a kind invitation to be present, and regret that circumstances rendered it inconvenient for us to accept.

NORMAL SCHOOL, SALEM, MASS. Prof. A. Crosby, formerly of Dartmouth College, has been appointed principal of this important institution. Prof. C. is a devoted friend of education, and possesses many qualifications which eminently fit him for this position.

REMARKABLE CASES OF LONGEVITY IN TEACHERS. In examining the returns of the New Haven County Institute, we find that three of the ladies in attendance reported their ages as follows:

Caroline S. ——— 75 yrs.

Fannie M. ——— 87 "

Annie H. ——— 90 "

They were all from the same town, which must be a very healthy locality. In one respect, if in no other, the venerable ladies set an example worthy of imitation:—They were willing to learn,—believing in the maxim "never too old to learn." As we were not present at that Institute we had not the pleasure of grasping the venerable dames by the hand. The answers to the several printed questions, proposed by the state superintendent were written in a

plain, legible hand, though a few of these answers were of that "childish" stamp which often characterises the efforts of those in their dotage. Unlike many of their sex they were not ashamed to register their ages. Well might we say, "Venerable" dames! "You have come down from a former generation!"

"THE LITTLE PILGRIM." We would call the special attention of our readers to the advertisement of Mr. Lippincott. The "Little Pilgrim" is edited by Mrs. Lippincott, so well and so generally known as "Grace Greenwood," and it is just the thing for the little folks, being of an elevated literary and moral tone. In what better or cheaper way can parents afford gratification and instruction to their children than by furnishing them with this beautiful and admirable little monthly? A year's subscription would prove a most acceptable new year's gift to any little boy or girl.

*An address delivered before the Hubbard Rhetorical Society of the Norwich Free Academy, commemorative of Mr. Russell Hubbard.*

*By Elbridge Smith, A. M., Principal of Norwich Free Academy.*

Our thanks are due Mr. Smith for a copy of this excellent address. Mr. Hubbard was one of the most liberal and active patrons of the Free Academy, and one of the best of the citizens of Norwich. This address is a very fitting memorial of departed worth. It is well written and well printed.

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#### PUNCTUATION.

The subject of punctuation is too much neglected in our schools. One of the first steps to be taken to awaken an interest and secure attention is that of illustrating by example the utter change in meaning caused by change of punctuation. The following are good illustrations:

"Lord Palmerston then entered; on his head, a white hat; upon his feet, large, but well polished boots; upon his brow, a dark cloud; in his hand, his faithful walking stick; in his eye a meaning glare; saying nothing, he sat down."

With a slight change in punctuation it will read thus:

"Lord Palmerston then entered on his head; a white hat upon his feet; large but well polished boots upon his brow; a dark cloud in his hand; his faithful walking-stick in his eye; a meaning glare saying nothing. He sat down."

Observe the difference in the following:

"The persons inside the coach were Mr. Miller ; a clergyman ; his son ; a lawyer ; Mr. Angelo ; a foreigner ; his lady ; and a little child."

As here punctuated, with a semi-colon after each noun, the number of individuals is eight. Arranging the names in pairs, thus,—

"The persons inside the coach were Mr. Miller, a clergyman ; his son, a lawyer ; Mr. Angelo, a foreigner ; his lady ; and a little child." we reduce the number to five, and entirely change the meaning of the sentence. Varying the punctuation a third time, we find that

"The persons inside the coach were Mr. Miller ; a clergyman, his son ; a lawyer, Mr Angelo ; a foreigner, his lady ; and a little child."

The following lines which we find in that excellent paper, "The Rural New Yorker," will afford another instance. By placing the semicolon, now at the end, of each line after the first noun in the line quite a change will be made in the sense.

I saw a pigeon making bread ;  
 I saw a girl composed of thread ;  
 I saw a towel one mile square ;  
 I saw a meadow in the air ;  
 I saw a rocket walk a mile ;  
 I saw a pony make a file ;  
 I saw a blacksmith in a box ;  
 I saw an orange kill an ox ;  
 I saw a butcher made of steel ;  
 I saw a penknife dance a reel ;  
 I saw a sailor twelve feet high ;  
 I saw a ladder in a pie ;  
 I saw an apple fly away ;  
 I saw a sparrow making hay ;  
 I saw a farmer like a dog ;  
 I saw a puppy mixing grog ;  
 I saw three men who saw these too ;  
 And will confirm what I tell you,

#### REGULAR ATTENDANCE.

In our last we gave a sample of a note or card used for the purpose of securing regular attendance of pupils and co-operation of parents. We have received two others which we give below:—

School this

A

is absent from

This is to inquire if sickness or any other necessary cause detains him

N. B.—As our classes are now constituted, the loss of a single lesson is irreparable—especially if the fault lies with the scholar. Permit me to ask :

Was necessarily detained?  
Mystic River Public School.

T. P. Teacher.

### NOTICES OF BOOKS.

We receive frequent inquiry in relation to Books of reference for schools and school libraries, and we give below the titles of six volumes, published by A. S. Barnes & Co., New York, and for sale by F. C. Brownell, Hartford,—which for the amount of information contained are among the cheapest and best books of the kind.

1. *Cyclopedia of Chronology, or the World's Progress*; a dictionary of dates with tabular views of general history and an historical chart. 12mo. 840 pp.

2. *Cyclopedia of Literature and the fine arts*; comprising complete and accurate definitions of all terms employed in Belles-Lettres, Philosophy, Theology, Law, Mythology, painting, music, sculpture, architecture and all kindred arts. By Geo. Ripley, and Bayard Taylor. 12mo. 647 pp.

3. *Cyclopedia of the useful arts*; including agriculture, architecture, domestic economy, engineering, machinery, manufactures, mining, photogenic and telegraphic art;—Being an exposition of their principles and practice and a compend of American and European invention. 12mo. 693 pp.

4. *Cyclopedia of universal Biography*; a record of the names of the most eminent men of the world. 12mo. 821 pp.

5. *Cyclopedia of universal Geography*; being a Gazetteer of the world based on the latest census, and other authentic sources of information. 12mo. 856 pp.

6. *Europe, its past and present condition, being a comprehensive manual of European Geography and History*, with separate descriptions and statistics of each state and a copious index, &c. 12mo. 671 pp.

**EDUCATOR'S ASSISTANT**: a descriptive catalogue of the Holbrook School Apparatus; with globes, maps, charts, philosophical, mathematical and optical instruments, and standard educational works. F. C. Brownell, 29 Asylum st., Hartford, or Talcott & Sherwood, Chicago, Illinois.

This pamphlet of about 80 pages should be in the hands of every teacher and school officer. It gives a complete list of the different articles needed in schools, tells their prices and also where they may be procured. To any teacher who may wish to procure apparatus, educational works or any article of use in the school room, this little work will prove of great service. It will be forwarded, postage paid, to any one who will order it and enclose 10 cts, in postage stamps, or otherwise.

**ATLANTIC MONTHLY.** We have received the first two numbers of this excellent monthly. It is published in Boston by Messrs. Phillips & Sampson and is beautifully printed. We are highly pleased with its appearance and contents. We most cheerfully commend it to any who wish to take a magazine which is in all respects of an elevated literary stamp. The enterprising publishers richly merit a high degree of success. May they receive it.



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